

Break

Dear comrade

Standing Order 19 (Privacy of Documents)... 'Secret' documents contain information of value to an enemy...

Maybe too much late night reading of this and other I.L.A. Standing Orders has gone to the head of the contraband Labour Group's Chief Whip, Elsie Howard...

The right of individual backbench members to see paper prepared for the Policy Co-ordinating Committee, if they refused to accept or special interest of the majority...

ACE hits town

The Advisory Centre for Education is moving back to Bethnal Green whence it sprang 15 years ago...

In its heyday ACE moved from Bethnal Green first to the Strand and then, when Brian Jackson took over as director, to Cambridge...

Crossword No 1,102

Crossword puzzle grid and clues including: 1 Down: I was once a forest (9), 2 Across: Blades for removing blades (6,7), 3 Down: Whan Shepherds (7), 4 Down: An anagram of 'Lamb's Head' (5), 5 Across: Post hockey (5,21), 6 Down: Lock to which there (7), 7 Down: Turners no river got it (6), 8 Down: One couldn't go this way of course if it got in (5), 9 Down: One couldn't go this way of course if it got in (5), 10 Down: One couldn't go this way of course if it got in (5), 11 Down: One couldn't go this way of course if it got in (5), 12 Down: One couldn't go this way of course if it got in (5).

Money and personality in education are still so much in evidence as to have caused a further twist to the old saw...

Drear cult

Fungus the Baccyman got the green light at a party given by Harish Hamilton last week. Fungus might be called the punk counterpart of Father Christmas...

The latest is likely to be among the matters for discussion at the Labour Group's annual Oxford weekend which opens at Balliol College tonight...

DIY accountability

Sussex University's volutee gloves project is an attempt to meet the needs of the 100,000 pupils of secondary schools...

Mr Briggs, happily quite unlike either of his heroes, says that Father Christmas has good fairy and Gungus the bad, though he claims he would not have thought of that idea himself...

Vanishing books?

Last summer, (and we appreciate that hard fact) when the schools' books were taken away to be sold or recycled, we were told that the books were not being replaced...

Bridge

We return to that old favourite, careless play to the first trick. South dealt and opened one spade. West tried four clubs, and North's four spades ended the bidding...



The good news—25 per cent of our leavers now have jobs. The bad news—the other 75 per cent are returning.

Photo protest

Support of the capitalists; Harfield's photograph of being manipulated by the Baron Thyssen. It was one of the ever pictures of the German zinc AIZ (Workers Paper) which appeared in the '60s.

Photo protest

Mr Fred Jarvis, general secretary of the National Union of Teachers, condemned the report as a 'busybody charter' which would impair the education of children...

Next week

Curpeneal punishment: How can comprehensive schools be made to accept the idea of a 'busybody' charter? Another union leader dismissed it as a 'busybody' charter...

Snub for 'busybodies charter'

Teachers' leaders greeted with scorn this week the Taylor Committee's plan for replacing the way in which schools are run by giving more say to parents, pupils and the public...

It is true that, at the moment, schools are being blamed for the present decline in standards. Literacy, the supply of books, the ability to children to read, the ability to many areas to collect books, the refusal to collect books, the refusal to give a national of opening up books, so that there is no individual in the next two weeks to know what is happening in schools, or literacy, or the ability to collect books, or the ability to give a national of opening up books, or the ability to give a national of opening up books...



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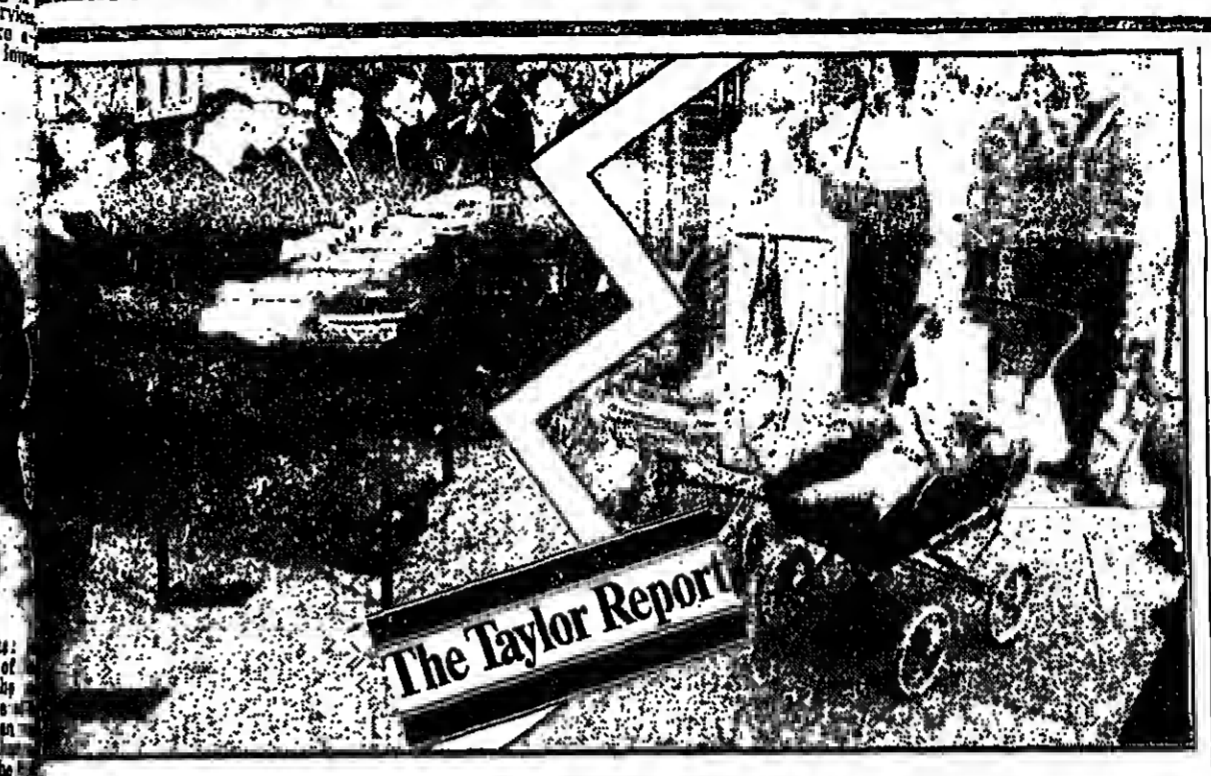
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THE TIMES Educational Supplement



Taylor pulls in the public

School-based elections for parent and pupil governors. L.e.a.s to hand over to governors responsibility for setting the broad aims of the school and deciding how to achieve them.

Snub for 'busybodies charter'

Teachers' leaders greeted with scorn this week the Taylor Committee's plan for replacing the way in which schools are run by giving more say to parents, pupils and the public...

Pay claim

Heads put in their pay claim to the teachers' side of the Burnham Committee this week. They want 4 per cent for all teachers and a restoration of differentials.

Tribunal troubles

A former Indian headmaster, claiming unfair dismissal was turned away from an industrial tribunal this week because it has no power to hear his case.

Last week

The select committee report on the attainments of school leavers and the NAS survey of teachers are among last week's news summarized on page 64.

THE TIMES Educational Supplement

We apologise to readers, advertisers and distributors for the inconvenience caused by non-publication of The Times Educational Supplement last week. This was the result of the recent difficulties in the composing and printing areas at New Printing House Square.

Report warns of reds under academic beds

Radicals made of free speech and inquiry are in danger of being undermined in some sections of higher education. According to a report published this week, the situation is still affected and we therefore apologise, also, for the misprints and printing errors which will be found in these pages.

Youth Theatre

David Self reports on the coming-of-age of the National Youth Theatre. page 12

Extra: Travel: special adventure holidays

Leaders, 2; Taylor Committee, 7-9; Foreign news, 10; Letters, 11; David Self on the National Youth Theatre, 12; Books, Sociology by Eileen Barker, 13-16; Resources, 17-20; Extra: travel and special adventure holidays, 25-35; Arts reviews, radio plays, theatre, music, films, 58-59; Round-up of last week's news, crossword, chess, 64.

Classified ad Index

No comment. Hockley stick, nearly new, ideal for grammar school pupil. £2.50 - advertisement in the Torbay News.

Scots core

All Scottish pupils should study a compulsory core of science and creative arts in their third and fourth years of secondary school, the Muesu Report recommended this week. page 4

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Make social studies a 'must', says Munn

A compulsory element in all social subject courses in the third and fourth years of Scottish secondary schools is advocated by the Munn Committee in its report published on Tuesday. All pupils should undertake studies dealing with industrial, environmental, economic and political aspects of life in modern society, it says.

The committee was set up in January 1975 by the Scottish Consultative Committee on the Curriculum, under the chairmanship of Mr James Munn, rector of Cathkin High School. It was asked to consider how the curriculum in the third and fourth secondary years should be structured to ensure that all pupils received a balanced education suitable to their needs and abilities and to consider the implications of its findings for the earlier and later stages of secondary education.

The central recommendation of the committee is that there should be a "core-plus-options" structure. Pupils would be required to consider study in essential curriculum areas throughout the third and fourth years in secondary schools. At the same time they would develop particular interests and abilities by studying two or three additional subjects chosen from a wide range.

The compulsory core would ensure that all pupils took some form of science and creative arts in their third and fourth secondary years in addition to other subjects taken by virtually all pupils at present.

Four sets of aims for the secondary schools are formulated by the committee. These embrace the development of knowledge and understanding, the cultivation of skills, the effective development of pupils, and their preparation for adult roles in society.

Eight key modes of activity through which these aims can be achieved are identified—linguistic and literary studies, maths, science,

Union demand ends curriculum talk

A meeting between Mrs Shirley Williams and teachers' and local authority associations to discuss a proposed review of the curriculum was cancelled this week after a row about how many representatives from the National Union of Teachers should attend.

The meeting, arranged for Tuesday, was to have considered the circular to local authorities about the review they will be asked to carry out, as announced in the recent Green Paper. Five representatives of the NUT were invited, but the union claimed two more. When this was refused it pulled out and the meeting had to be cancelled.

Mr Fred Jarvis, the union's general secretary, said that because they had "50,000 more members than the rest of the other teachers' unions put together the NUT should have more representatives than the rest of the unions combined."

The union made its dissatisfaction known at the first meeting in July to discuss this plan. Alternatives suggested by the Department of Education and Science were unacceptable to the NUT and the National Association of Schoolmasters-Union of Women Teachers.

The teachers' unions will now be consulted individually about the review by DES officials. Mrs Williams says she has not the time for so many separate meetings.

The local authority and Schools Council representatives turned up for Tuesday's meeting but were not only by officials.

Mr Terry Casey, general secretary of the National Association of Schoolmasters-Union of Women

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Mr Peter Newell, one of the founders of the White Lion Free School in London, has been appointed Director of the Advisory Centre for Education.

40 tons of words on A Levels

More than 40 tons of paper is about to be sent out from the Schools Council to schools, colleges and local authorities in an expensive blitz of information about the new pilot exams to replace A levels.

Just about every institution with any interest in 18 plus exams will, at the end of this month, receive the first 700 pages of what is likely to seal up as a 1,500-page dossier reporting on all investigations into the feasibility of the new A levels.

In this first wave they will get seven of the 16 subject area reports containing suggested syllabuses for science, RE, art, technical drawing, home economics and maths. These alone are nearly two inches thick and weigh more than three and a half pounds.

Next month there will be an even heavier bombardment of English, Latin, modern languages, Welsh, economics, business studies, general studies, geography history, and social studies.

Recipients are asked not to hold fire until they get the last two A levels. There will be one early on the east of changing a broader, five-subject course and a final report on the council's examinations later on in the summer. All evaluation is due to be done by the council's programme next week.

After that those in areas will be able to sit a complete set of syllabuses and one for each of the two other parts to every maintained pupil school with second children, teachers' colleges, training boards, and other educational establishments and colleges. Further single copies of syllabuses are available to the School Governors' Society, Durrill House, 100, Road, Merstham, Surrey. Two reports will be published by Evans/Medwin.

384 more jobs may have to go say Cambridgeshire officers

Cambridgeshire education authority may have to consider getting rid of 384 primary and secondary teachers next year if it is to achieve the savings demanded of it by the county council.

A confidential report by the county's education officers also suggests that some teachers in further education and part-time teachers may have to be made redundant.

The county council asked its education committee to look into ways of cutting its budget by 2 per cent in primary and nursery schools, 2 1/2 per cent in secondary schools and 3 per cent on other items, said Mr E. Forde, the deputy education officer, this week. Similar cuts had to be made this year. They will also have to be made in 1978-80.

This year the authority pruned most other areas and incurred the wrath of the manual workers' unions. Next year "we cannot cut everything except teachers", said Mr Forde.

The education officers' proposals have not yet been discussed by the education committee, and they may be amended when they come up for debate on October 11. Councilors will have in mind that the rate support grant—the contribution made by central government in local council finances—has not yet been settled.

Officers were asked to prepare cuts on the assumption that Cambridgeshire would not see the rate support grant it needs. Mr Forde said it was felt that an average of 2 1/2 per cent cut was optimistic. "We are assuming we have got to save £1.8m."

Excluded from Liberal agenda

Liberal Party members are unhappy about the decision to exclude education from the agenda of next week's assembly in Brighton.

This omission means that education will not be debated at the party conference despite 24 resolutions on the subject from Liberal constituency associations and affiliated organizations.

The reason given is that none of them was considered satisfactory by the assembly committee. They covered too broad or too abstract a field, and the committee motion the committee came up with was rejected by Liberal members.

Mr Howard Wall, chairman of the Liberal Education Association and associate principal of Hackney College, said he was dismayed about the omission, particularly in the year of the Great Debate.

"We have been pressing in various ways for education to be discussed in the party in a ballot to find out what members wanted," he said. "We have had a ballot, education came third. We feel this indicates a sufficient degree of interest to justify a debate."

At a meeting of the Liberal Education Association on the weekend delegates called for time to be made for a short motion to be debated in Brighton. The delegates also discussed the Government's Green Paper on education and accepted the resolution which the association had put forward for the party conference.

They agreed that tax concessions for private education should be removed and that a national body should set out the guidelines for a minimum core curriculum for primary and secondary schools, including levels of achievement for children at three or four points in their school careers.

The resolution also proposed that a General Teaching Council representing teachers and others should be established to maintain standards in the profession and with power to grant qualified teachers status. Local authorities should be able to transfer or sack teachers who are misplaced in their jobs and review the contracts of heads after a set period.

Jobs-for-DOO probe in Wales

The National Union of Teachers is investigating appointment procedures in the education system in Wales in some areas.

The union's All Wales meeting heard recently the experienced teachers were down for a senior post in a primary school. It went to a win was still training.

Mr Lloyd Vaughan, the regional official for Wales, said this week that the union would seek examples where means had been made to other than professional.

Tameside to toe the line, if...

Tameside Education Committee approved a plan to go to the 1976 Education Act and to be brought by 1981, but the Government approves a £22m programme to change the area on secondary moderns.

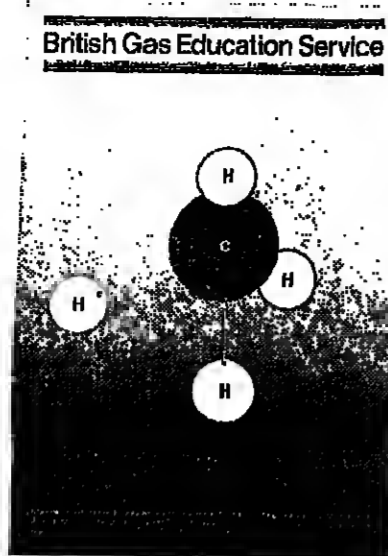
The plan is in response to a letter from Mr Secretary of State on September 26 on the day the Local Authority submitted a comprehensive plan. Last year Tameside took a going comprehensive and decided the Government after its case through the courts House of Lords.

Fewer jobless

The number of school leavers looking for work dropped by 55,000 last month, the Department of Employment said. It was down to 175,000.

But the figures conceal the size of teenage unemployment. "School leavers" is a term used by the Department of Employment who has not worked for a year or more. But there are numbers of unemployed 17-year-olds who have worked spells and now no longer appear in the figures.

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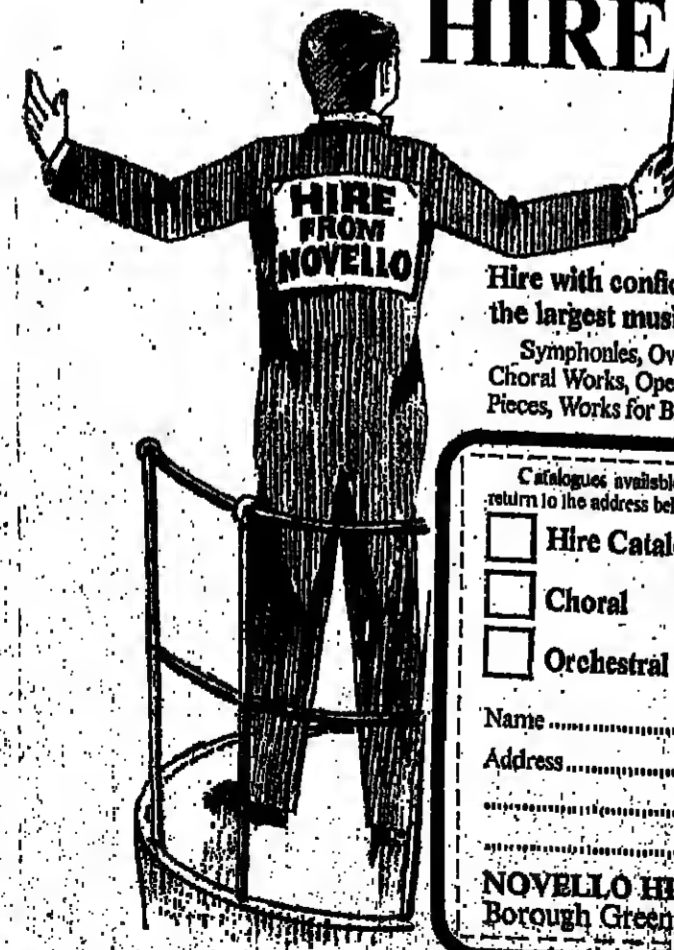
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The Taylor Report

The Taylor Committee has this week proposed fundamental changes in the way schools are run.

In this official shortened version of the full report

the chairman, Tom Taylor, spells out in detail the conclusions and recommendations of his committee,

as well as the reasons on which they were based

A new partnership

Train for 'basic skills'—TUC

by Mark Jackson

Sweeping changes in the industrial training system which would end the rigid segregation of apprenticeship schemes are being advocated by the Trades Union Congress.

Officials believe that decisions taken by the Blackpool congress have given them a mandate to press for the changes, which involve some of the most sensitive areas of man-employer relations.

The new approach was spelt out last week by Mr Roy Jackson, the TUC's education secretary, at the annual conference in Cambridge of the Institute of Careers Officers.

He called for a new system to coordinate the work of the industrial training boards and to ensure that youngsters in every industry received a basic common training that would meet their needs, help them, if necessary, to change jobs, and provide the skills their employers required.

While paying tribute to the usefulness of the apprenticeship system, he was critical of its narrow scope of many existing schemes in train apprentices, and

urged that other ways be found in which all young workers acquire skills.

"To plan on the basis of independent industrial sectors makes sense," said Mr Jackson, "not only that many of the skills are needed across boundaries, but that the movement of young workers in a changing industrial society is assisted by a common training across industry, with standards elements common."

"The door to skilled work is not to be closed in these days of the boat in getting on a ship... We are generally in a corner with the career of all young people than a national system that provides a route to get relevant qualifications and meet the needs of the industry."

"This is not to detract from the main responsibility for training best administered by each sector, but that considerable co-operation is needed between industrial and educational bodies and that the main responsibility for training is to be met."

Careers staff back Whitehall

Britain's local careers officers, who sit at their desks in local offices, are taking up the cudgels on behalf of their colleagues in Whitehall.

The annual conference of the Institute of Careers Officers at Cambridge last week backed a call from Mr Roy Hurst, the Institute's honorary secretary, for the Government to strengthen the careers branch of the Department of Employment.

"The fact that the service at local level is the responsibility of local authorities does not reduce the need for a strong and effective central administrative unit," he said.

Mr Hurst pointed to the ability of the Manpower Services Commission

to act quickly in a large scale and to speak effectively for the careers branch should be upgraded. He said that the careers branch should be upgraded. He said that the careers branch should be upgraded.

Reports of Government committees have been read eagerly by people who directly concern people in the careers branch. But the report which the local authority careers committee under my chairmanship made to the Secretary of State for Education and for Wales on the management and strengthening of schools is different. It affects in some way every man, woman and child in this country.

Mr Hurst said that, although we have all attended school, we do not know what we did or did not do here. It has probably influenced our lives. Most of us are parents, some are teachers, a few are councillors or local officials. These interests were represented at my committee, and it has recommended big changes in the way our schools are run.

Industry awards for top pupils

Up to 300 industrial scholarships will be available next year to attract top calibre sixth formers to the new engineering centres planned from 1978 at certain universities.

The centres will probably last four years instead of three, and will include occupational, industrial relations and perhaps a European language. It is expected that successful students will progress rapidly to senior levels of management.

A spokesman for the DRS said this week that the scholarships would be financed jointly with industry and although no figure had yet been discussed the value of the scholarships would be "realistic". Courses have already been approved at Birmingham, Man-

chester and Strathclyde, and at the Imperial College, Science and Technology, London.

The scholarships are part of the Government's strategy to give priority to manufacturing in the battle to improve the country's economic performance. They will be published in a White Paper next week, the Government says, to a number of recommendations made in the third report of the Select Committee on Science and Technology, 1975-76.

University-Industrial Relations, the Government's reply to the report of the Select Committee on Science and Technology, 1975-76, Cmd 6928, HMSO.

Need for 'meeting ground'—MP

A network of centres where teachers and employers could meet was proposed last week by Dr Keith Hampson, MP, vice-chairman of the Conservative Parliamentary Education Committee, at a conference on education arranged by the Industrial Society.

They would be called RELAY centres—Regional Employment and

Learning Advisory Centres for young people. Teachers would be able to find out what employers wanted and what was happening in local industries.

They could come under a single umbrella which might be enabled by revamping the existing structure of the Training Service Agency and the training board



"If it has problems they are our problems"

button to our prosperity and influence as a country, but also, when these turn round, their success as citizens and parents. It contributes a great deal to the quality of their personal life and happiness as well.

So it is not just a matter of rate-payers and taxpayers expecting value for money, though that is a part of it. It goes deeper than that: it is that if we wait all the things we care about to be carried on after we are gone, our schools must be the home of our hopes and our values.

Governors for every school

Whatever the Government, the local council and the education experts between them decide about schools in general, every school is a special place, the school around

somebody's corner. No two schools have exactly the same needs or problems, and that is why the first recommendation of my committee is that every school, big or small, should have its own governors to look after its interests.

We decided to call them all governors, though in the past for reasons of history primary schools had "managers" and secondary schools "governors". In some areas all the schools do have separate boards already, but in others schools are managed in groups, and we have asked the Secretary of State to change the law which allows such grouping.

The responsibilities we want governors to have—I shall come to these later—cannot really be spread over several schools, but require a deep understanding by the people concerned of the needs of one school, and an intense personal commitment to its success. We also believed that this kind of concern for a school had to be truly local.

The new governors

We believed that no one interest should have all the power in running schools, but that power should be equally shared among all those who have an interest in the school's success.

The local education authority provide and maintain it, and they are responsible to their electors and to the Department of Education for the efficiency of all the schools in their area.

The head and teachers are professionally trained to help children to learn well, and you cannot do this without having some say in the running of the school day by day.

Parents play a crucial part, since it is they who have the duty in

law to see that their children are properly educated, and we are told over and over again that their support at home is vital to a child's success.

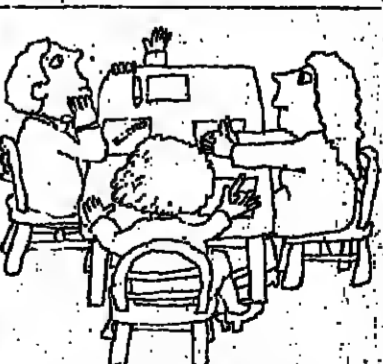
In secondary schools, older pupils, as well as parents, can make a useful contribution to discussion of the school's affairs.

Finally, the local community has an interest in the health of its school, since a school is the heart of a neighbourhood.

We therefore decided that a partnership of the four main interests concerned was the best formula for a successful school, and we have recommended that one quarter of each governing body should represent the local education authority.

That one quarter should represent the staff, including automatically the head teacher, plus elected representatives of the teaching staff and in larger schools of the ancillary staff.

That one quarter should be elected by all the parents of children attending the school. Within the group provision should be made for pupils eligible to serve as full governors in appropriate cases, such pupils to be elected by their fellows. That one quarter, co-opted by the other three groups, should represent the local community.



"One quarter of each governing body should represent the staff"


As far as pupils are concerned, we were advised that they could not assume full voting rights in law until they were 18, but the committee were concerned that in secondary schools they should be involved to the fullest extent allowed by law, perhaps a serving as superintendent observers until legally eligible. The committee also requested that the Secretary of State should take definitive advice on whether pupils could be enabled to serve as full governors of 16 without ruling the much wider question of minors holding public office.

The size of governing bodies would be proportionate to the size of the school: the committee thought eight should be a minimum, to permit two representatives of each group, but that even in the largest schools the number ought not to exceed twenty-four.

Everything in this explanatory article applies only to county schools, that is schools wholly provided as well as maintained by local education authorities. The committee had no authority to recommend changes in the composition or for that matter the functions of managers and governors of voluntary schools, since although these form part of the state system, and local authorities pay their staff and other running costs, the voluntary bodies—mainly churches—which provide at least part of the money to build them, and have in some cases responsibility for part of the cost of outside maintenance, have in law precise rights to nominate a certain proportion (two-thirds or one-third, depending on the type of school) of the managers or governors. We have, however, requested that any of the report's recommendations which can be implemented without amendment should be so implemented, and that the Secretary of State should discuss with the interests concerned how far the other arrangements for voluntary schools.

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It's a person's world

Civil rights activists in the United States are worried that "frivolous" sex discrimination complaints will discredit the equal opportunities movement. Michael Binyon, North America correspondent, reports

Five young girls filled out membership applications recently and were accepted into a Detroit boys' club after a judge had ruled that the club could not discriminate against them on the basis of their sex.

A young man in San Francisco complained to the city human rights commission of sex discrimination because a shopkeeper would not let him try on some of the expensive dresses he saw displayed in the window.

A boys' school chair in Connecticut was told last year that it was breaking the law because all-male chairs discriminated against women.

A boys' school chair in Connecticut filed a charge of sex discrimination when the local baseball team turned her down for a job—ball girl—that would have required her presence in the men's changing room.

These incidents, some of which have received considerable publicity, have all happened in the past year and highlight some of the most bizarre cases among a deluge of charges of sex discrimination which are now flooding American courts.

In the whole the courts have made a crucial distinction between complaints which are genuine and valid and those which, though within the letter of the law, appear frivolous. But the general public has not always made such a distinction. And there is considerable worry from women's group and civil rights activists that irresponsible complaints of sex discrimination will bring into disrepute the whole movement to get public acceptance of genuine equal opportunity for both sexes in education, work and within society.

The flood of complaints is an inevitable result of the growing strength of the women's movement in the United States. But more specifically, it is the result of a 1972 amendment of the 1964 Civil Rights Act, which outlines all discrimination based on sex.

This amendment, known as Title IX, is of particular importance to education as it is in the field of

LETTERS

Beware curriculum innovators

Sir,—Maurice Holt ("Tending the flock", September 2) really cannot be allowed, in his orgy of pastoral cross-bowling, to get away with merely raising the standard of curriculum rules OK. As he rightly outlines, the real heresy is to take a part of a complex truth and suggest it represents the whole. Curriculum domination in schools is no nearer the whole truth than pastoral domination.

First and foremost a school needs to create a safe, ordered and sensitively caring environment in which the education process can take place. This comes as much from a staff concerned to create a base free of bullying, theft and other anti-social behaviour as it does from a school totally preoccupied with courses in Swahili, environmental studies or other wild fantasies of curriculum development. It might be argued that children get precious little genuine education through modern languages, yet Maurice Holt suggests even greater resource allocation in such areas rather than home-school relationships or contact with support agencies.

Finally, the age of the faculty structure rears its ugly head and purports to be the panacea for all educational ills. From both departmental and year responsibilities, it seems to the present writer that these structures are pretentious in theory and totally ineffective in practice. They support unworkable instruments in a curriculum cobbled by confused and confusing schemes of integration.

And what strange bed-fellows appear in such faculties—geography and religious studies in a generalist orientated humanities; or should geography perhaps be in a science faculty? Where does physical education fit in—with music in sound and movement or with physics in science? The faculty structure seems such a contrived piece of unnecessary and unwieldy curriculum organization and creates impossible tasks for entrenched faculty heads with minimal teaching loads.

It must be questioned, therefore, whether the conventional wisdom of the curriculum innovators has contributed any more to a golden future for schools than the pastoral workers. However, what we should all eschew, as Maurice Holt suggests, are the petty rivalries and invidious comparisons of relativist virtue inherent in curricular—postoral separations.

A. F. GELSTORPE,
29 Boymans Avenue,
Hitchin, Herts.

Intensive study visits to France and Germany


If you are involved with school administration, modern language teaching or lingua franca exchanges, you are likely to gain considerable benefit and interest from the Central Bureau's scheme for Intensive Study Visits to France and Germany. This scheme offers heads of schools and colleges, heads of departments, teachers with responsibility for links and exchanges and modern language advisers a subsidised visit of one, two or four weeks. Return rail/sea fares are paid and a grant of £440 a week for both France and Germany is made towards subsistence. LEAs or sponsoring establishments have been recommended to "top up" this grant where appropriate.)

The scheme has the following aims and advantages:

- (1) It provides an opportunity for a detailed look at an equivalent establishment or district and for an objective assessment of how the teaching of modern languages is organised and administered in a different environment.
- (2) It strengthens the links which have already been established between France and/or Germany and the UK at departmental, institutional and LEA level.
- (3) It helps to explore and evaluate the advantages of teacher exchanges and gauge the long-term effects which these may have on individual teaching attitudes and methods.
- (4) It encourages reciprocal visits and provides information and comment, possibly through meetings of returned burars, about the further development of exchange schemes with other European countries.

Application forms can be obtained from the Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London W1H 3FN, or 3 Bruntsfield Crescent, Edinburgh EH10 4HD. Closing date for Spring Term 1978 visits—31st October, 1977. Applications will still be considered for Autumn Term 1977 visits.

Starting September 21
Every Wednesday, 10.04-10.29



The English Programme

ITV for Schools & Colleges—1977-8

Pressures of Life
The Autumn Term starts with two highly acclaimed TV plays—The Piano by Julia Jones and Speech Day by Barry Hines—each in two weekly parts. A fifth programme looks at the life and work of Barry Hines.

Minorities
Also for Autumn, a revised version of the successful series on mass communication. Programmes on advertising, sex roles, history of communication bias in the news, and a brand new programme looking at the viewpoint of the series itself.

Home and Juliet
For the Spring Term we have an eight-part serialisation of Shakespeare's text completely uncut and specially produced for schools. Two further programmes look at the background of the play.

Language
The first unit for Summer looks at language in society. Says Who? and Cold Print: All Four are intended to support English language teaching for upper secondary students.

Minorities
We wind up the Summer Term with four documentaries on the theme of outsiders in society. Programmes include 'Unemployment', 'Sunday and Monday in Slough', 'Now that the Bullfinch's Gone' and 'Migrant Workers'.

THAMES

A day conference on The English Programme, jointly sponsored by Thames TV and LAE, will be held at Kingsway-Princeton College on Saturday, October 8, at 10.00am. For further details, ring 01-367 9494 Ext. 685. All interested teachers welcome.

education that many of the complaints are made. Complaints are handled by the Office of Civil Rights, situated within the Department of Health, Education and Welfare, and this agency has the power to cut off Federal Government funds from any institution which it decides has unlawfully discriminated against women.

Unfortunately, the office can hardly cope with the volume of complaints, and has a long backlog. This is because the procedure is complicated to discourage frivolous charges. Any complaint is referred first to an investigator in one of the Office of Civil Rights' 11 regional offices. The investigator looks into the matter, writes a letter of findings, including a summary of the facts of the case, his view on whether the complainant has suffered discrimination and, if so, what the institution should do to comply with the law. This institution is given a warning.

This letter is then referred to a regional level. After it is cleared, it goes to the policy branch of OCR in Washington, and if that office clears the findings, they are forwarded to the education division and then set in a series of offices, including the lawyers for the Department of Health, Education and Welfare and the Office of Civil Rights and Enforcement.

Each of the reviewers can rewrite the findings or send the letter back to the branch office for rewriting. When and if the letters are approved, they go back to the regional office, and are sent to the institution concerned.

Not surprisingly a large number of letters are in limbo of some way of the procedure. This is especially true where the complainant deals with aspects of Title IX about which the Government is not really sure what the law requires.

When the law was first passed, the first complaints were relatively straightforward, dealing, for example, with women lecturers at universities who were denied women's pay scales. However, rates then men for doing the same work. Where the discrimination was blatant, matters were settled quickly. But universities have been disturbed by suits which they fear will limit their right to decide promotion and tenure. Supposing a woman applies for promotion, is turned down by the university on academic grounds, and then is charged of sex discrimination? Should the judge then decide whether the academic grounds for refusal are valid? In effect, the court is being asked to make an academic judgment.

In fact, there have recently been two cases along these very lines, which were carefully watched by feminist groups as well as university administrators. In one, an associate professor of sociology at the University of Maryland claimed discrimination lay behind the refusal to promote her to full professor. In the other, a biochemist at the University of Pittsburgh was denied tenure and sold this was because of her sex.

In both cases, the court decided in favour of the university. The Pittsburgh case in particular attracted a lot of attention, because of the detail needed to establish the facts. In proving that the lecturer was not up to standard, some 12,085 pages of testimony were introduced and nearly 1,000 exhibits.

Cases of this kind are brought on an individual basis. What generalized charges of discrimination. For several years colleges and universities have been enjoined by the Government to make special efforts to amolov more women and minority teachers. This programme, known as "affirmative action", has run into great controversy because

Let's bite into the core

Sir,—There are many interesting aspects of the Royon and Rodgers analysis of the NCP survey (September 2) that need fuller discussion, but I would like to comment on just one misleading conclusion.

The second headline of the article stated that teachers said no to a core curriculum, and that 80 per cent of the teachers who had voted roughly 2:1 against a uniform curriculum; elsewhere on the page the term common curriculum was also used—as though all three terms were interchangeable. I suggest that this is not so, and that teachers had been asked about a core or common curriculum, the results may have been very different.

A core curriculum means simply that all children should be taught certain basic subjects such as mathematics, English and science every head teacher I have ever spoken to has supported the idea of a core curriculum and has claimed that the school already has one.

The idea of a common curriculum goes further than this, suggesting that some knowledge and education experiences (not just the subject labels) are so important that all children should have the right of access to them. This is clearly a more sophisticated and ambitious aim than a core curriculum.

Neither the core nor the common curriculum idea, however, implies that all children should have exactly the same curriculum—that would be a uniform curriculum which is so abhorrent to most United Kingdom teachers that I am surprised that even more than 64 per cent of your sample did not vote against it.

I would suggest that if, following the Green Paper, we are to discuss the idea of a common curriculum sensibly we ought to clarify the terms carefully before jumping to conclusions about what teachers want.

DENIS LAWTON,
Professor of curriculum studies,
University of London Institute of Education.

Would you like to know more about the Oil Industry?

As part of its programme of old to education, Esso Petroleum is sponsoring a lecture service on all aspects of activity in the North Sea.

Mr. Peter Swain, a speaker with wide experience of the exploration side of the oil industry, has prepared a series of lectures, which are designed for student audiences aged 16 years and over, to cover aspects of the formation of crude oil and where it may be found, the difficulties of finding new deposits and of developing new oil fields. He can also deal with the operation of offshore drilling rigs and platforms and of on-shore facilities. He completes his lecture with a discussion on the development of the North Sea fields. His lecture is supported by slides and a film, "North Sea Progress", which graphically illustrates the hazards and problems of developing the North Sea reserves. After his lecture he is prepared to answer questions of a technical nature on any aspect of the search for and development of new oil fields.

This service is free of charge. The number of lectures he can give in the course of the year, however, is limited by his availability and by demand. If you are interested by not write to:

C. S. Gamage,
Head of Education Services,
Esso Petroleum Company Limited
Victoria Street, London SW1E 5JW
Telephone No: 01-834 6677

Who are all these foreigners?

Sir,—In "Peas, hardship, polyglot for foreigners" (August 26) you quote overseas students with foreigners not for the first time. It is out of no sense of chauvinism that I beg you to allow me to call your attention to the fact that quite a few overseas students are just as much Englishmen, Scotsmen, Welshmen or Northern Irishmen as you or I.

This is the case if they have been resident abroad during the three years immediately preceding their application for a place in further education unless they can prove that they are living abroad because their father is living abroad temporarily because of his work. This means that a man who takes a permanent job abroad or sets up his own business must register his sons and daughters as overseas students, and pay the overseas fees, even though he has never had any intention of giving up his British nationality or of bringing up his children as anything but "Brits".

Since such a person will probably have no right to an L.E.A. grant anyway, this might not seem too important, since it means paying £650 instead of £500 a year in fees (provided the student does not object to being invited to welcome parties for overseas students in which British life and institutions are explained to him whose family may be from Boodle or Roper's—in the company of a usually axotic group from Latin America, Kuwait, Italy and Japan).

But considerably more than this is involved. If the British student is classified as an overseas student, he will be treated as a foreigner in England, he will find that an overseas student is not accepted by any medical school if he comes from a country which has its own adequate medical schools. Moreover, if the quota on overseas numbers already introduced by the fees spreads, he may find that his own faculty at all.

To add to the gall, while a friend whose father sends him to do his O and A levels in a boarding school

Extra copies of this week's Times Educational Supplement, carrying Mr. Taylor's own summary of the Taylor Report on School Governors and Managers, have been printed.

A large number of orders have already been received in advance of publication, and it is advisable for those wishing to purchase extra copies to put in their requests as soon as possible to:

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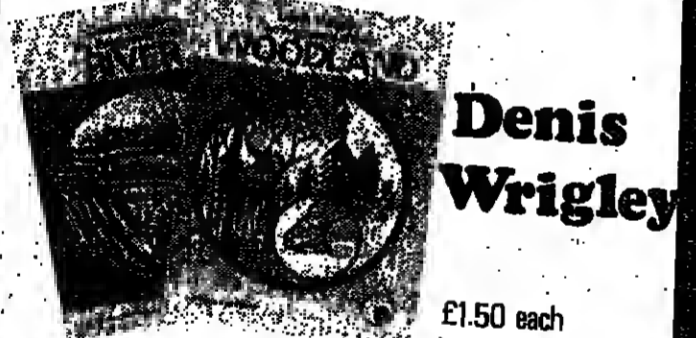
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The Times Educational Supplement Extra on information books will be published on October 21

14 Society

Infans ludens

Lesley Lancaster

Let Me Play. By Dorothy M. Jefferson... she has many useful suggestions on how to publicise the work of a nursery in order to inform every section of the community of its value...

The new title in the Human Horizons series insists that play is an essential part of every child's healthy development... It is now generally accepted that play is one of the most important ways in which children lay foundations for their subsequent physical, intellectual and emotional development...

I would only query whether it is necessary to write reports on children during the pre-school years... There may, of course, be a place for an internal record kept by the nursery teacher for her own use...

It is hardly needs saying that play both requires and is affected by the use of language and helping our children talk discusses the acquisition of language in the context of self-discovery and self-expression... The author reviews the ways in which language is used in the community at large and, drawing upon the work of Hornstul, among others, analyses a number of the children's talk in language and class. She indicates how linguistic fluency, or its absence, may exert a decisive influence on a child's later development...

Story of X

Lucy Hodges

False Mission: The Story of Michael X. By Derek Humphry and David T. MacGibbon, £6.95, 246 pp. 1984.

For those who have forgotten the heady, hippy days of the sixties, Michael X was Britain's so-called leader of the Black Power movement who was hanged two years ago after the gruesome murders of two members of his commune in his native Trinidad.

Born Michael de Freitas of a black mother and Portuguese father, he was a combination of 'ruthless cunning' and the willingness of the rich and/or powerful to be taken in by him. The result is a highly readable account of his life; it also goes some way to explaining why he became the leader of Britain's Black Movement for a few years at any rate.

One can understand why the Trinidad Government was so determined to see him hanged. Right to the end he was persuading people to join his movement, with little explanation of his motivation.

Assembling Gramme better than Peter Mullen

Over 100 short pieces for use in school assemblies... The current task of the Education Board is to prove that truth for 11-16 year olds in the schoolroom, before they are informed by the wide-ranging and multi-media use of schools.

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Each double-page spread for first or second year students consists of a short reading passage in French built up into a central grammar element, an exercise drawing and a set of questions. Limp 75p

THE TAMING OF THE STREW

NOV. 3, 4, 5 at 7.45 3.00 pm on NOV. 5

15 Politics/Economics

Money systems

Catherine Basham

A History of Economic Thought. By William J. Barber. Penguin £1.00, 1402 0890 9. The International Monetary System. By Herbert G. Grubel. Penguin £1.10, 14 100111 1.

The problems of international monetary organization have become increasingly important in recent years... Grubel's text, first published in 1969, is welcome. Since then the dollar gold exchange standard has gone completely, and a new system of international payments is being established.

Further, as Keynes is (Inevitably) quoted here, "... the ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than any army, any fleet, any power.

Adam Smith's admiration for the concept of laissez-faire becomes a devil-take-the-hindmost attitude to our fellow men, and Marx's economic determinism becomes "shoot the capitalist" and makes him a saint or a bogeyman.

Hidebound

Bruce Khan The Captains in the Seventies. Edited by S. A. Walkland and Michael Ryle. Martin Robertson £8.50, £5.50 1894. Routledge £1.50, 00 634497 0.

Something like 45 per cent of Commons debating time goes on government legislation and statutory instruments. This is a lot, but given that it includes the objections of the various opponents, it is hardly excessive.

Review letter

Sir, Robin Macdon's review (June 24) of Some Great Music Educators (Newlyn) is rather interesting. It is the first time, of his ability or willingness to read and write accurately. Contrary to his assertion, the opening and closing chapters were not later additions to the original articles, and there is nothing in the book to suggest that they were.

Assess-don't guess

The individual needs of each child can only fully be understood and met if teachers have the means to obtain regular and reliable information about the individual abilities, educational skills and achievements of every child in their care.

Nelson Department of Measurement and Guidance provides a wide range of carefully tested material for individual assessment.

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Purpose To measure the individual child's ability to reason using three different kinds of symbolic material - verbal, quantitative, and non-verbal (or spatial). The scores provide a profile showing the pattern of each child's abilities - necessary data for educational and vocational guidance.

Richmond Tests of Basic Skills

A. N. HIERONYMUS, E. F. LINDQUIST, N. FRANCE Age range 8 to 14 years Purpose To provide for the comprehensive and continuous measurement of the children's growth in the fundamental skills - vocabulary, reading, language, study skills, mathematics.

Wide-Span Reading Test

ALAN BRIMER Age range 7 to 16 years Purpose To measure the child's level of reading comprehension. It is a sentence-reading test which avoids exclusive dependence on vocabulary but is nevertheless objective and easily marked.

Bristol Achievement Tests

General Editor: ALAN BRIMER Age range 8.0 to 13.11 years Purpose To measure the performance of individual children and classes in three areas of achievement which are basic to whatever the curriculum followed. There are separate tests in English Language, Mathematics and Study Skills.

Full details of these tests are in the catalogue Assessing Our Children issued by Nelson Department of Measurement and Guidance.

To: Department of Measurement & Guidance, Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP. Please send me a copy of the catalogue Assessing Our Children

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16 Books/History/Children's Literature

Left, right, left, right

Jessica Saraga

Fascism. By Hugh Purcell. 241 pp. £9.44. 2. Socialism. By Richard Evans. 89-441. 7. Hamish Hamilton £3.25 each.

Politics is like a long-running serial: unless you were in it at the beginning it is difficult to understand the plot. When teenagers first develop an interest they are confused by terms whose meanings have degenerated through years of abuse, by labels and by vague classifications such as "left" and "right" whose applications are only relative. By charting the history of these terms, and defining their original meanings, the "People and Politics" series on ideologies aims to resolve these difficulties. Fascism and Socialism are now available: Communism and Capitalism are in preparation.

Fascist and Socialist ideas have much in common, both being, in the industrial Revolution, ground down by the powerful wheels of industrialism, and far removed from the finished product of their labour to identify with it, people resorted to ideas which gave them individuality. Fascism encouraged them to unite against other races and nations. Socialism encouraged them to unite against other classes; the clear identification of an enemy in both cases contributed to the movements' success. There are other close relationships too: state ownership of the means of production, distribution and exchange is as much a part of Fascism as Socialism;

the cult of the strong man is as important an element in much of the "Socialism" of the developing world as it was in Fascist Europe. Ignoring the fundamental features which make the two doctrines also two authors have successfully performed.

Fascism is without doubt the easier subject: it had less extensive roots, at its peak it was confined to Europe, and its decline followed rapidly upon its rise. Classic Fascism is now dead, and as Hugh Purcell points out in his introduction, the most we can say about any present-day regime is whether it has Fascist tendencies. Taking full advantage of these factors, he has planned his book with impressive clarity, with sections on the meaning of Fascism, its rise, its rise, its appeal, its fall, and Fascism today. He copes particularly well with the concept of left and right in politics, using the "circular spectrum" to indicate how the extreme left and the extreme right can be simultaneously very distant and very close. Thus he shows how Fascism in both Germany and Italy had strong Socialist elements, but have originally been Socialists.

To write about Socialism, however, is quite a different problem. It is broad based, having had nineteenth century origins in all the European industrial countries, and its adherents are now spread worldwide. What is more, most of them would agree that Socialism has not yet been achieved; it is still a state to be striven for. Richard Evans has tackled the problem of Social-

Expedition through Victorian childhood

Frances Farrer

The oldest children would be expected to arrive at school early in order to be taught the three "R's"—Reading, Writing and Arithmetic. The younger children that day. Then the teacher would instruct some of the monitors while the others taught old Revolutionary songs and dances. The history which is used as a cover for the nineteenth century curriculum is not the history of the Victorian schoolroom with horridly drilled children. No attempts are made to make this room look attractive like today. . . . Their forty desks were made of oak and iron and built to seat eight children in two rows. . . . The teacher's desk would have stood near the coal fire, as the relationship between the children were warm or cold. . . . The school was a place of industry and hard work. . . . These are excerpts from a Guide to the Suddery Hall Museum produced by 37 top juniors of mixed ability from Springfield School, Spondon, Leicestershire. It was the top award in the New Caxton Library Service competition to produce a museum guide. The school got an encyclopedia and a £250 book token, and the award was especially pleasing for two reasons: first, the class was already doing the project anyway and they only entered the competition on the advice of someone at Suddery Hall; second, it is the first time a junior school has won, and this is a small, country school.

The Springfield children did start with some advantages, however. The museum they describe is a splendid Victorian museum, which naturally aroused their sympathies immediately. "Climbing boys suffered from deformities of the spine, legs and arms, from going up chimneys while their homes were in a soft and growing state". . . . The period covered at Suddery Hall is the past hundred years but the project's emphasis on Victorian times reflects current interest. Because the Victorian period is fashionable, information about it is readily accessible. The class teacher, Mrs Carol Owen, found she had three or four months' preparation to do. "The secret with project work is that you've got to know a lot more than you're going to teach them", she says. "You got a very high standard of work out of them. When interest starts to wane you've got to stir it up, but it just didn't wane".

Visits to the museum were only part of a broader study which included interviews with a local blacksmith and with old people who live in Suddery, map making, and an afternoon spent looking one another in the stocks. The children also made Victorian costumes with the help of some parents who came into the school several afternoons a week.

These parents have now become very involved with the school: another useful by-product of the project. Their current task is to run the school library and catalogue the books. Originally, parents were drawn to the project by the pupils. Mrs Owen reports that several of them were virtually forced to listen. "Often for the first time children were talking about their school work at home".

The Suddery Hall Museum Guide is divided into sections corresponding to rooms in the Hall, describing the rooms and exhibits but adding background detail. Thus in The Toy Room we discover that "poor children had either the money to buy toys, or the time to play with them, as they worked such long hours" and that "the one Sunday toy permitted was the Noah's Ark".

To comply with competition rules the Guide had to be cut down to 8,000 words, but in book form—ring binder—and illustrated with a maximum of eight black and white photographs. This involved Mrs Owen in editing and selecting contributions, making sure that work from every child in the class was represented. Quotations from books were typed

17 Resources

Gallery packages for art teachers



Springfield schoolchildren discover some aspects of Victorian education in one of their role playing sessions. Other events included a tea party and a sports day at which they played Victorian games. The costumes were made from old clothes and sheets.

The Ikon Gallery in Birmingham has recently produced teachers' packs to accompany an exhibition of British Primitive and Native Painting. They are distributed, free of charge, to art teachers in Birmingham secondary schools.

The teachers' packs form part of a pilot art education project begun in April with the financial assistance of the Job Creation Programme. They are to accompany a selection of exhibitions at the Ikon Gallery and provide art teachers in the area with a wide range of information on exhibits.

Each pack contains background information on the subject, biographical notes on each of the 40 exhibitors and a critical appraisal of the paintings. The packs are illustrated with 35mm colour transparencies. Three educational staff, employed specifically for work on the project will be monitoring the use of the packs.

British Primitive and Native Painting is claimed to be the most comprehensive showing of its kind ever mounted in Britain. It is open to the public until October 8.

The Polyfilla Schools Art & Design Awards

A NATIONAL AWARDS AND EXHIBITION SCHEME FOR THE ENCOURAGEMENT OF CREATIVE ABILITY

ENTRIES are now invited from Infant, Primary and Secondary Schools in the UK for the 1978 Awards and Exhibition.

The work of individual pupils or group work is equally welcomed, but entries must be made through the schools. Entry is initially by photograph, and any number may be submitted (use separate entry forms).

Closing date is December 31st 1977. Children are invited to submit imaginative work using Polyfilla and such materials as wool, string, wire mesh, sawdust, pipe cleaners, old cloth etc.

They may clip, drape, impregnate, carve, score, scratch, mould or paint the materials in any way they wish.

AWARDS
Awards will be made to four large group winners; to a group for a combined project; and to an overall winner. Their schools will also receive awards.

Age Group	School Awards	Age Group	School Awards
Up to 7 years	£50 £100	15-17 years	£50 £100
8-11 years	£50 £100	Project Group	£50 £100
12-14 years	£50 £100	Overall Winner	£100 £1000

All entries selected for the exhibition receive a certificate of merit.

JUDGING
The panel of judges selects about 60 entries from the photographs submitted and these are then collected for a final judging in Spring 1978. All these exhibits are shown in London and winning pupils and their teachers are invited to the prize giving.

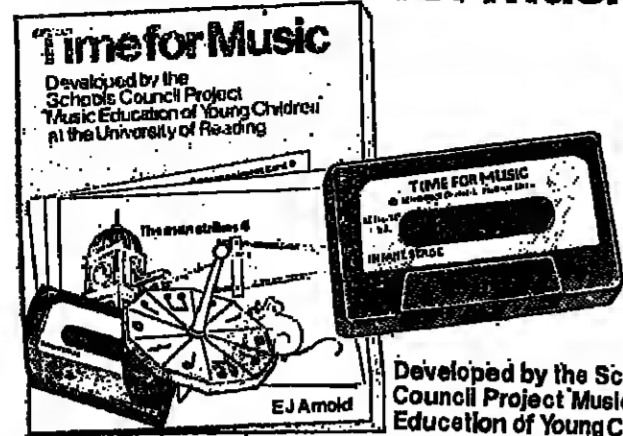
The judges are: Henry Pluckrose, Headmaster and Editor of "Art and Craft in Education"; Elena Caputze, Senior Lecturer in Sculpture, Digby Stuart College—LHB; Leo Walmsley, Art Adviser, Dave Lee Travis, BBC Disc Jockey.

EXHIBITION SECRETARY
Leaflets containing details of this scheme have already been sent to nearly all schools in the UK. If you have not received a copy, please write to or telephone: Exhibition Secretary, 30 Broadwater Road, Welwyn Garden City, Herts. Tel: Welwyn Garden 28131.



*One of the 60 exhibits selected for the last London exhibition.

If you can teach reading you can teach music with 'Time for Music'



'Time for Music' is a structured music programme specifically developed for the Primary School Class Teacher who has little or no knowledge of music. The learning has been broken down into small steps and the teacher can easily learn with the pupils. Music specialists too will find the material of great value in that they will help them to cope with children's individual rates of progress. On the whole, children work in small groups, responding either to an activity on cassette tape, or using a work-card as a stimulus. The teacher organises the use of the materials in a similar way to the teaching of language or mathematics.

It is possible to start the programme with either the Infant Stage or Junior Stage (and inspection materials are available comprising a cassette, c30 cassette tape and a Teacher's Guide).

These materials, which are returnable to E.J. Arnold, may be obtained by completing the coupon.

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18 Resources

Programme for dyslexia

by Marie Roe

Dyslexia—A Language Training Course for Teachers and Learners by Kathleen Hickey. Published by the outline, 1977, 3 Montague Row, London SW19 1TB, England. ISBN 0 9505386 1 4

The author is a trained teacher and language therapist, widely experienced with children who have a specific handicap in acquiring reading and spelling and who need very special teaching. She is concerned with children who have 'out of step' weaknesses in some or all of the related areas of functioning, such as perceptual discrimination, association of sounds with symbols, directionality and sequence of letters.

Whichever one professes, dyslexia or specific learning difficulties—a unitary condition or a range of conditions—there is no disagreement that some children are specifically handicapped and need systematic teaching.

Miss Hickey's language training course offers a precise, progressive, consistent programme of learning, involving a multisensory approach—visual, auditory, tactile, and kinesthetic, covering spelling, sounding and writing in an integrated fashion. (She does not exploit the basis of her sequence of phonograms but this, no doubt, derives from her knowledge of the mechanics of the English language.) She intends that the pupil will be active and involved in all stages.

This Language Training Course is not just another attempt to teach reading, she says. It is a serious attempt to give language training. This claim could be misinterpreted. She does not mean general language development as we normally think of it; nor does she deal with syntax. She means the acquisition of those concepts related to the reading process and to the analysis of word structure, which are necessary for full participation with understanding in reading and spelling and so the argument goes—for reaching the stage of automatic recognition and recall of written language.

Part 1, a 53 page Teachers' Guide, also includes three valuable sections on the teaching of handwriting, learning the alphabet and the use of dictionaries and the presentation of a framework for helping pupils to write continuous prose. Miss Hickey does not support the practice common in schools of first teaching printing and later cursive writing. She believes that the pupil who is given to confusing letters in terms of direction and order should be taught a cursive style from the start.

Many remedial teachers will support this positive stance about teaching handwriting, whether or not they agree with the omission of initial printing, and they are likely to approve of the suggested style—the 'approach' stroke to the 'beginning' of the letter which is

Success story

More than 80 per cent of candidates have been successful in a new O-level exam linked to the BBC Radio course What Right Have You Got. The course deals with citizens' rights and responsibilities at home, in the community, at work and at law and has been designed particularly for adults. Twenty-six half-hour radio programmes are linked with an accompanying book and there are optional evening classes and discussion groups in many parts of the country leading to the optional O-level assessment.

The exam was devised by the Joint Matriculation Board as an alternative O-level for candidates with greater maturity than children are accorded.

The radio programmes are broadcast on Thursdays at 8.30 pm on Radio 3, Medium Wave from October 6 with repeats the following Sunday at 3.30 on Radio 4 VHF.

marked by a cross, and the 'carry on stroke' together with verbalizations, such as 'off the top' and 'up the left'. Remedial teachers will also approve of the careful teaching of the alphabet and the use of the dictionary. They know that such skills are too often left to incidental learning and that the very children with whom they work do not learn in this fashion. It is true to find both as ingeniously used. Miss Hickey is always precise in analysing the task.

The section on spelling involves a very carefully determined progression of learning objectives starting with the learning of the different spellings of a sound, spelling of short and long vowels and spelling of syllables and much besides.

Part 1 also includes a Reading Pack of words related to the reading progression which can be practised by the pupil in his own time, a Spelling Pack which also arises from the language course and which grows with it and a Year Off Pack for guided writing practice.

Part 2 gets down to the details of the marking system with the marking materials and directions for use. There is a card for each phonogram which is linked to a chevron presented pictorially to it, also for it.

Teaching points are given for reading, spelling and writing the phonogram; upper case and different forms of lower case are presented. Each phonogram (and there are over 80) is presented in the same comprehensive fashion. The cards for upper case and the phonograms already learnt are used as the cards introducing new phonograms; short and long vowel frames are specially built up and revised.

Part 3 presents 'tabulated groups of words for use at each new step in the learner's course'.

At the first lesson, the first lesson, light argument for the very close print and the related consistent and quality and one can see there is no alternative except through this programme.

For the Miss Hickey, it will be the teacher and pupil who will be able to see the required. The cognitive memory for concepts and signs is considerable and likely to be ruled out. A well-motivated, more relaxed learner even when he has added supplementary and games?

However, we well know can be the progress and the hopelessness when the pupil struggle along with a tired programme as we come Miss Hickey's movement and required to be. 'The material comes at a low-level file. It is not however expensive and beyond the budget and teachers' central services' commitment to being who are specifically in the written language strongly recommended specialists' involvement that they try it out with participation of suitable clients and it's almost impossible to report on this.

19 Resources

Visuals and visions of European civilization

by Deborah Thum



The Adventures of Man Section 15: Makers of the Medieval World. 4. Vikings at home. 5. Vikings abroad. Section 18: From Roman Retreat to Norman England. 2. The Anglo-Saxons in England. 3. The Norman Invasion. Filmmaster with handbook £2.95. Narrative cassette £2. Background literature cassette £2. Visual Publications, 197 Kensington High Street, London, W8.

Cautionary tales for bright sparks

RASPA has produced a very readable cartoon master on the subject of firework safety. 'Andrew's Bonfire Party' traces the story from the purchase of the fireworks to setting them off, covering the best ways of dealing with them and the new legislation concerning places where fireworks can be ignited.

'Andrew's Bonfire Party' costs 50p a copy, less for bulk orders. RASPA requests that orders be placed by October 10 to ensure delivery in good time for bonfire night. RASPA, Cannon House, The Priory, Queensway, Birmingham B4 6BS.

Consumer competition

Young consumers can take part in a competition sponsored by the Consumers' Association, publishers of Which? This has been designed to encourage United Kingdom junior and secondary schools to carry out consumer projects in the next school year. Suggested projects include classroom tests surveys, investigations of service industries and reports on pocket money spending.

The competition will be judged in three age groups: eight to 11, 11 to 16 and 16 to 18. Judges will look for initiative, accuracy and usefulness as well as imaginative presentation. Audiovisual materials will be eligible, as well as illustrated written work. The prizes will be cash, with £200 offered for the best overall entry. The closing date is February 15, 1978. Consumers' Association, 14 Buckingham Street, London WC2N 6DS.

Science supplement



The latest workahed in Copydex's series—'Let's make a model theatre'—is fun, and very adaptable. It stimulates the child's imagination and encourages creativity, brings him or her into close contact with a wide range of reading matter, and everyday items in the home. The only other thing you need is Copydex adhesive! It makes a useful aid to teaching History or English (especially if you stick to a theme like Shakespeare's Globe Theatre, for example) and it's a handy stimulus for individual attempts at creative writing and story-telling, or group activities. The worksheets contain full instructions for making scenery, props and characters, including the theatre itself; send for six illustrated copies of the easy-to-follow instructions, complete with teacher's notes.

These filmstrips are part of a scheme to provide a comprehensive library of European civilization in filmstrips with accompanying narrative cassette. Each section includes a teacher's handbook with the narrative in a pull-out section in the centre.

As with earlier ones these are Europe-centred, and their view of history is unoriginal and even old-fashioned. In the introduction to one of the teacher's booklets, we read: 'The present filmstrip does not study the history of the Anglo-Saxons, but shows aspects of their life to give some insight into the culture of a period which played a vital part in the formation of English society.' Apart from the tendency to verbosity, this indicates a disturbing lack of clarity about the meaning of words such as history and culture that sets like this should elucidate.

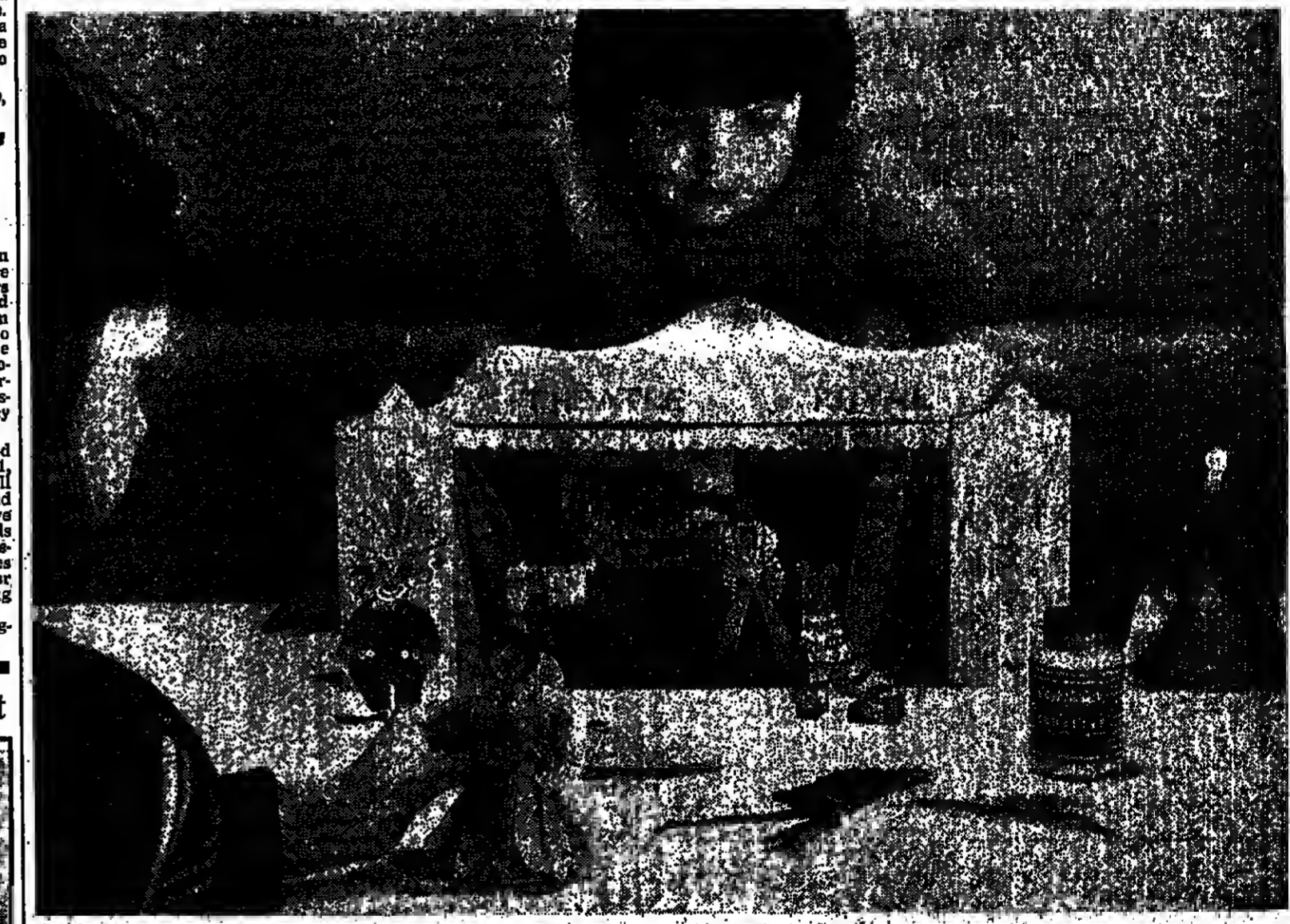
Luckily, the pictures the editors have chosen to portray, both Anglo-Saxons and Vikings in home ground, offer fairly orthodox social history. The Anglo-Saxon set has some appealing illustrations taken from a late tenth-century calendar. The Vikings did not produce much representational art, so their daily life is shown in terms of the objects they used. The commentary is accurate but rather bland. Its weak-

ness is to ignore changes, so that a society which changed much and often over 500 or 600 years is presented as static.

The other two filmstrips, *Vikings Abroad* and *The Norman Invasion*, sketchily explain Viking expansions. The dominant image for most students is still the comic-book one of gigantic Aryan pirates in horned helmets, and it is debatable whether the strip, which shows some relics of peaceable Viking settlement, really gets to grips with the myth.

In addition to the cassettes, filmstrips and handbooks, there is a make-up newspaper. On one side is a description of a royal funeral, on the other, an account of a Viking expedition. Most students could do better themselves, would enjoy themselves more and produce results less heavily dependent on parody. There is also a cassette on the literature of the period with part of *The Battle of Malden* and some stories about Norse deities. They are translated into dreadful Rupert Bear rhymes, and banal, slightly biblical, prose, all read in the narrator's flat, unappealing tones.

Some of the material in the filmstrips is good, with an interesting range of images from varied sources; but there is not much to be gained from the tapes or the supplementary material.



Child's play!

The latest worksheet in Copydex's series—'Let's make a model theatre'—is fun, and very adaptable. It stimulates the child's imagination and encourages creativity, brings him or her into close contact with a wide range of reading matter, and everyday items in the home. The only other thing you need is Copydex adhesive! It makes a useful aid to teaching History or English (especially if you stick to a theme like Shakespeare's Globe Theatre, for example) and it's a handy stimulus for individual attempts at creative writing and story-telling, or group activities. The worksheets contain full instructions for making scenery, props and characters, including the theatre itself; send for six illustrated copies of the easy-to-follow instructions, complete with teacher's notes.

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EXTRA

TRAVEL AND ADVENTURE HAUNTS OF CHARACTER IN LIEGE

By Leslie Gardiner

Five minutes before we are due to arrive in Liège there is no sign of the city, no hint of the iron foundries and steel strip mills...

Suddenly, it appears, filling the hollows of an unexpectedly mountainous landscape, under wreaths of mist, gathered round the grand junction of waterways...

Over the Pont des Arches we pass into the old town. Liège is nothing like its gazetteer description. It resembles a principality of city-states and châteaux-forts...

Saint-Pholien is the Treasures of Liège, where the real people live. He knows not a political dignitary, a cultured, not a political dignitary, a cultured, not a political dignitary...

On the cobble boots of Liège, Marlonettes, authentic and archaic, are the République Libre's seasonal theatre. The painted, wood carved figures, weighing up to 30 lb...

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night passers-by have a sinister ring. Pallid street-lamps, water leaping the quays, the flicker of a match to a medieval stove...

The adjoining quarter, looked between a bend of the Menso and its derivation, is in the city but not of it. Outre-Meuse declared itself a free republic, 49 years ago...

Marlonettes, authentic and archaic, are the République Libre's seasonal theatre. The painted, wood carved figures, weighing up to 30 lb...

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Adventure can mean many things: walking, climbing, sailing, exploring. For some, bias is setting out on a plump pony on a wet morning from Rushton Hall, Derbyshire. See "Adventuring we will go", page 30.

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Typical scenery of the Liège province.

CONTINUED ON PAGE 39

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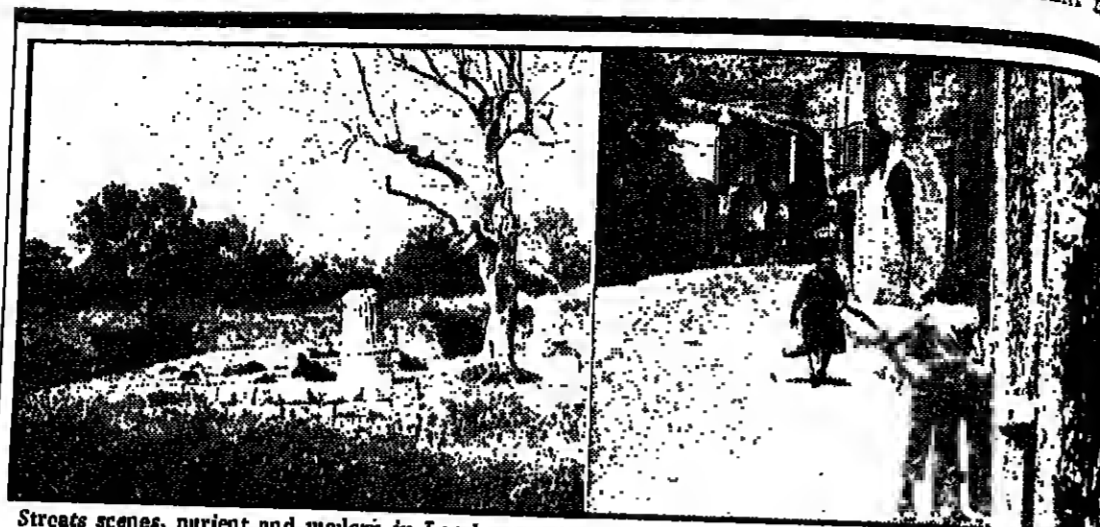
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Streets scenes, muriet and moier in Locri.
George Hunte found good food and fine weather, and ancient history

ON THE IONIAN SEA SHORE

“Europe ends at Naples and it is a poor ending at that; Calabria, Sicily, everything else is Africa...”

This judgment of the French traveller Constant Leizer in 1801 may let find support today from people who dislike any journey abroad or who hope to find the familiar things of home if they leave their own shores. It is an attitude of mind similar to that of the freeman of the City of London born within the sound of Bowbells when he told me “Africa begins at Waterloo”.

Yet no one can deny that Europe does, in fact, extend as far south as Sicily, or that the Calabrian coastline was once rich in cities which established Hellenic civilisations that flourished for many centuries after the Greeks had crossed the Ionian sea and put down roots on the Italian mainland. From those Calabrian cities of Magna Graecia, music, art, literature and philosophy spread throughout the Roman peninsula and from Rome into Western Europe.

This summer I visited the Calabrian town of Locri in search of sea, sand and sun. Its beach had not changed much since Aquilean traders and craftsmen put down roots nearby more than 2,500 years ago. Like Gisling in 1892, I could listen to the music of a blue sea, and well watching sun dimpled waves curling backwards with muted roar over the polished pebbles of the foreshore.

Locri was, and still is, a place where nature's bold restorer's tissues tautened to breaking point by the pressure of life in a large modern city. Perhaps, in recognition of this role, the authorities of modern Locri now invite all who live or visit there to cherish quiet and cleanliness as primary rules of conduct.

Locri, however, has only one of many places situated between Reggio and Crotona along the Ionian sea shore of Calabria. I chose it, because on a previous family holiday I had discovered there a small family hotel with clean beds and bathrooms, a superb room and good service. Also it cost no more than £10 a day, inclusive of wine.

From my balcony facing the sea

I watched fishermen in their lamp-lit boats trapping the tasteful fish following day. Groves of olive trees in the hills behind me provided for side dishes some of the delicious olive oil for which Calabria is famous throughout the world, while sweet finger-shaped tomatoes, used in the sauces of exciting pasta dishes, with axotic names, ripened in the fields.

Good food, fine weather, comfortable beds, home-cooked bread, pure local wine and meals beyond expectation were the chief ingredients of my perfect holiday. Besides, I enjoyed the blessed absence of that “tourist” atmosphere which seems inseparable from over-developed resorts. Our small (25-room) hotel was just one on a beach front, which ran in a natural course to Point Sileo in the north and Cape S. Jarraruto in the south.

It was not, of course, the only place available. There is, for example, a modern small hotel just north of the town and there are two large beach camping grounds near the northern and southern approaches.

The material comforts which I enjoyed in Locri made it easy for me to enjoy my journey back into the past. I began with the Hundred Rooms, a residential quarter of the old Locri—Locri Epipheziol, where, since 1955 it has been possible to see streets, walls, fountains, wells, altars and houses that were used by men and women who lived three centuries before the birth of Christ.

The Hundred Rooms, in Conca-walls near today's sea shore. It was a hill beyond the large hunic temple which some archaeologists think was originally dedicated to Dlosent, Castor and Pollux. The stump of a marble column in the temple has much in common with the 20 which were taken up to Christian times to adorn the niches of the magnificent Norman cathedral that was consecrated there in 1045.

From their lookout at Castelluccio above, the people of old Locri had

continued from previous page.

les, the military and religious associations and the dolly lives of the Hegois make up a sizable chapter in the history of European civilization.

More comprehensible in a short stay than most cities, more of a harmonious whole with ancient and modern intriguingly interwoven, Liège makes a good touring base. The province contains the highest ranges, 2,200 feet, and the wildest moorland (Les Vogues, 50 square miles). The country round Spa and Francorchamps is pleasant in a civilized way, and the two little towns of Stavelot and Malmedy—of which the latter has the charm and atmosphere as any in the Low Countries.

The motorways which straggle south from Liège penetrate the forest blades, gray villages and within 20 minutes, and the former weekend tour is now a half-day excursion.

Whenever you return, Liège is going like a fair. It is unusual to find not to find a fair or carnival in the broad vale of the main street, which was once the vale of the



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• Save up to £25 on brochure prices on selected departures.

• On certain dates we grant one extra free place to parties of 30 or more paying members.

• Our fully illustrated colour brochure has full details of our range of first class centres in Italy, France, Switzerland, Austria and Bulgaria.

3. BRITAIN & EIRE 78

Featuring Jersey—Eire—London—The Cotswolds—Northumbria

• Adventure—Outdoor Pursuits—Soiling—Canoeing—Orienteering—Nature Study—Environmental Work—Educational visits and excursions.

• 5-8 Day visits by rail, British Coach, ship and air.

• Courses in term time and holiday time.

• Fully inclusive prices from £33.65.

Tour & Country **Prices from**

8 Days—Benidorm by Air	£74.80
8 Days—Costa Brava by Air	£67.00
8 Days—Majorca by Air	£83.85
8 Days—Malta by Air	£108.55
8 Days—Elba by Air	£90.95
8 Days—Sicily by Air	£98.25
8 Days—Lido di Jesolo or Venice by Air	£78.75
8 Days—Bay of Naples by Air	£92.70
8 Days—Rome & Two Centres by Air	£107.90
8 Days—Norway by Air	£84.60
8 Days—Bulgaria Two Centres by Air	£104.60
8 Days—Athens & Greek Islands by Air	£106.80
8 Days—Two Centre Tour to Israel by Air	£139.90
12 Days—Jannica by Air	£280.00
8 Days—Austrian Tyrol by Air or Coach	£73.50
8 Days—Switzerland by Air or Coach	£78.00
5-7 Days—Belgium by Ship or Coach	£36.00
5-7 Days—Holland by Air or Coach	£51.45
6-7 Days—The Rhineland by Air or Coach	£60.80
8 Day—J'accuse Special in Switzerland by Coach	£88.15

These are some of the tours contained in our fully illustrated 44-page brochure.

5. SKIING FOR TEACHERS 78

Special Budget skiing for adults and families in Italy, France, Switzerland and Bulgaria from only £85.00.

• Spend a fabulous Christmas in the snow at exceptionally low prices.

• Our prices for adults and families offer huge savings on the prices charged by most Winter operators.

Schools Abroad Ltd., 42/44 Church Rd, Burgess Hill, Sussex RH15 9AE, Telephone: Burgess Hill 42825
Air Travel Organisers Licence No. 183/B.

Please send me the following brochures:

School Travel 78 France 78 Britain & Eire 78 Skiing for Schools 78 (including late booking and bargains) Skiing for Teachers 78

Name _____

School and Address _____

SKI SCOTLAND THIS WINTER SKI CAIRNGORM

Cairngorm, one of four peaks over 4,000 feet in the mass of the Cairngorm Mountains... The Cairngorm White Lady Chairlift rises in two sections from 2,000 feet to 3,500 feet... The Cairngorm Ski Centre... Telephone: Cairngorm S.T.D. 047 986 261



Planning an overnight expedition from the Outward Bound Mountain School in Eskdale.

Project, which was described in 1975... Churchill on the last lap of a cruise that had taken her from Swansea to Southampton via St Molo... Although the main decisions in such a ship must be made by the captain...

Project, which was described in 1975... Churchill on the last lap of a cruise that had taken her from Swansea to Southampton via St Molo... Although the main decisions in such a ship must be made by the captain...



Godshill Church and thatched cottages.

Photo: Joy Hurree

ODD, UNEXPECTED DETAILS

Sheila Richardson explores the Isle of Wight

The Isle of Wight has as many facets of interest as the diamond which its shape resembles... The island of Wight has as many facets of interest as the diamond which its shape resembles... The island of Wight has as many facets of interest as the diamond which its shape resembles...

Whitland or Wih-eo, mid the Rouens, who changed it to Vectis or Vectin... The island of Wight has as many facets of interest as the diamond which its shape resembles... The island of Wight has as many facets of interest as the diamond which its shape resembles...

MADDIESON'S SCHOOL AND GROUP TRAVEL. Holcam House, New Lane, Lydd, Romney Marsh, Kent TN29 9AP. Telephone Lydd (0679) 20591. * Littlestone, New Romney * St. Margaret's Dover

الجزيرة

Trailblazers Educational Adventure Holidays. HOLIDAYS WITH AN EMPHASIS ON EXCITEMENT AND SAFETY. Trailblazers introduce hundreds of school children every year to new and exciting outdoor hobbies.

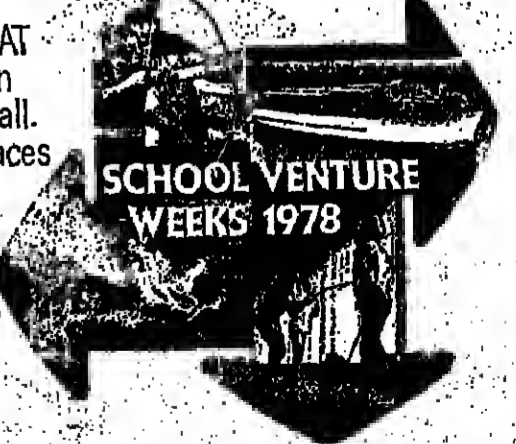
SKIING IN SICILY By Leslie Gardiner. Here we have a paradise in a slice of the island of Sicily... The weather is mixed, and usually breezy, but better than Scotland.

Continued from previous page: The weather is mixed, and usually breezy, but better than Scotland... The northern slopes, above Linguaglossa, have only recently been opened and facilities, therefore, leave something to be desired.

A WEEK AWAY FROM SCHOOL CAN BE AN EDUCATION.

For seven years now, School Venture Weeks have been offering children the chance to take part in a properly balanced programme of all kinds of creative pursuits. Next year, there will be five Venture Weeks Centres to choose from...

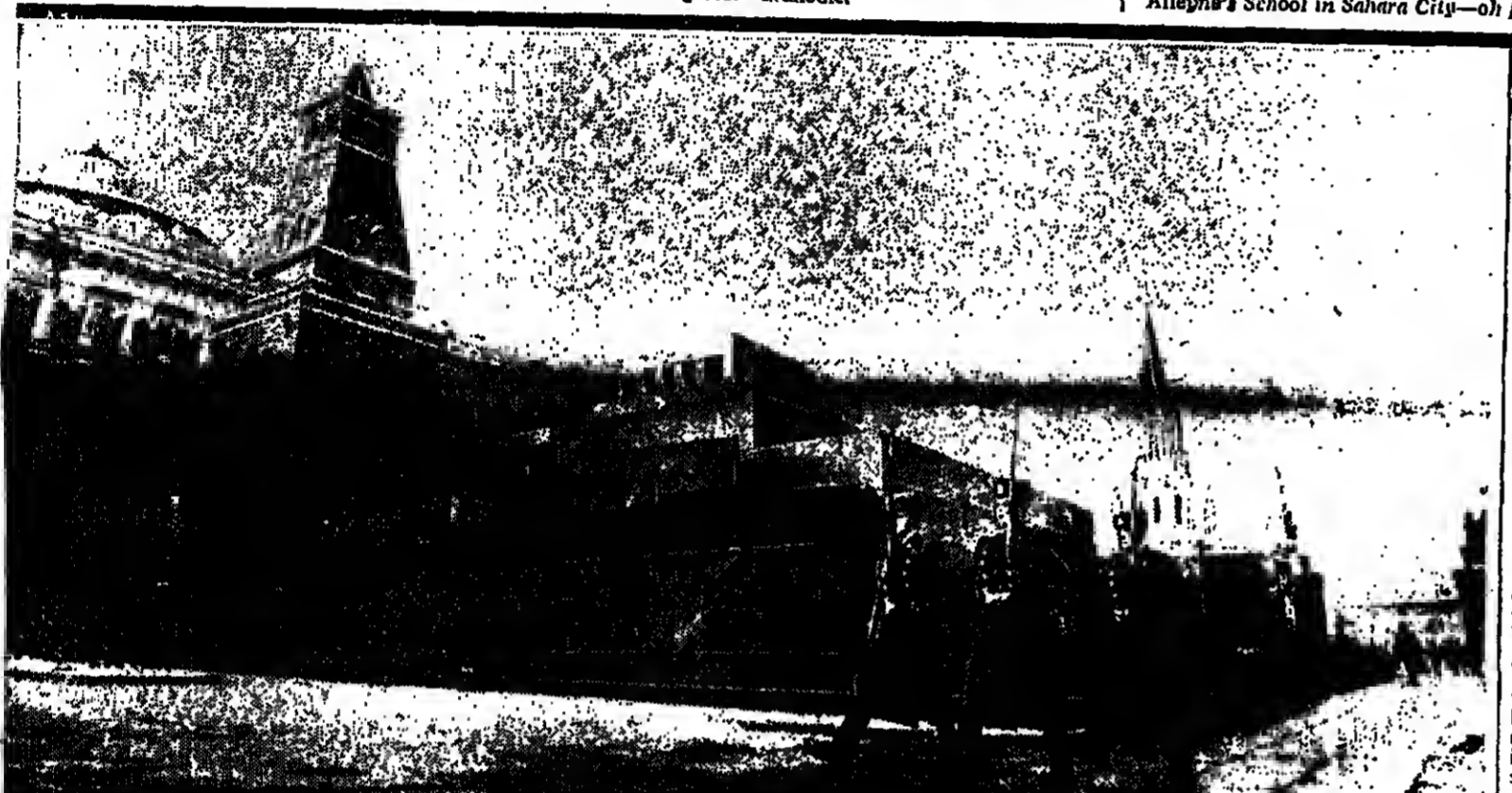
Between them, the Centres cater for several age groups ranging from 8-15 years. The dates for the weeks start on 25th March and run to the end of September to the 14th and 21st October respectively. The prices range from £21+VAT to £28+VAT per week...



An educational support service organised by Butler's Limited.

Bornholm continued from page 31 ... At Svanecke, to continue our ...

Gamers come at their thousands ... to Bornholm as there are direct ...



Allegre's School in Sahara City—oh for some shade!

How to go to Russia without going into the red.

Leningrad or Moscow for 3, 4 or 7 nights apiece, a 7 night combination of the two or a whole succession of week-long ...

and even the Outer Mongolian trip no more than 2 1/4 p a mile at £259.



'Soviet Highlight' tours, including Siberia and Outer Mongolia, to blow the mind of the most blasé traveller

And at prices that certainly won't give your bank manager a fit. 3 nights in Moscow from £86.7 in Moscow and Leningrad combined for just £129

But for heaven's sake, and certainly your own, book early: visas from the Russian Consulate take us time and ...

Flights are from Luton, Gatwick and Heathrow and the Thomson Winter Sun brochure waiting at your nearest travel agency. Pick one up in a hurry.

Sun brochure waiting at your nearest travel agency.

Pick one up in a hurry.



We take the care. You're free to enjoy yourself.



Allegre's School in Sahara City—oh for some shade!

continued from previous page ... and expected to be struggling ...

The expedition was open at 1.30 and ground a lot to fit six ...

From the south of the canyon the cliff-face ...

The people at Suez had a best time, as they were only people ...

However, he was pleased to see them, shuffling ...

Three weeks in Egypt was enjoyed by 22 pupils and five ...

SECONDARY Deputy Heads continued from page 26

DERBYSHIRE DUMFRIES ... Applications are invited from ...

GLoucestershire WOODBURY ... Applications are invited from ...

HAMPSHIRE ... Applications are invited from ...

TOWNMEAD SCHOOL, Wisa Lane, West Drayton, Middlesex UB7 7EU. (Number on roll 983-47 in Sixth Form) ...

DEPUTY HEAD PASTORAL (Group 11) to take overall responsibility for pastoral care through ...

LONDON BOROUGH OF HILLINGDON Metropolitan Borough of Rochdale ...

EDUCATION DEPARTMENT Red-advisement Siddal Moor High (11-18) Deputy Head (Administration) Group 11 ...

NORTH YORKSHIRE METROPOLITAN BOROUGH OF ROCHDALE ...

OXFORDSHIRE ... Applications are invited from ...

POWYS ... Applications are invited from ...

RICHMOND UPON THAMES ... Applications are invited from ...

RICHMOND UPON THAMES ... Applications are invited from ...

HAVERING ... Applications are invited from ...

READING ... Applications are invited from ...

ROTHSCHILD ... Applications are invited from ...

WILTSHIRE ... Applications are invited from ...

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HEREFORD AND WILTSHIRE ... Applications are invited from ...

SANDWELL ... Applications are invited from ...

WAKEFIELD (City of) METROPOLITAN DISTRICT ... Applications are invited from ...

WAKEFIELD (City of) METROPOLITAN DISTRICT ... Applications are invited from ...

WARWICKSHIRE ... Applications are invited from ...

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County of Cleveland SECONDARY SCHOOL HEAD TEACHER

ORMESBY SCHOOL (Group 10) (Roll 836) ... Applications are invited from suitably qualified and experienced teachers ...

KENT County Council Education Department

MASCALLS SCHOOL, PADDOCK WOOD GROUP 11 ... Applications are invited for the post of HEAD TEACHER ...

DORSET WEYMOUTH GRAMMAR SCHOOL (GROUP 12)

Charlswynn, Weymouth. (1,140 on roll including 215 in 6th Form) ...

DORSET WEYMOUTH GRAMMAR SCHOOL (GROUP 12)

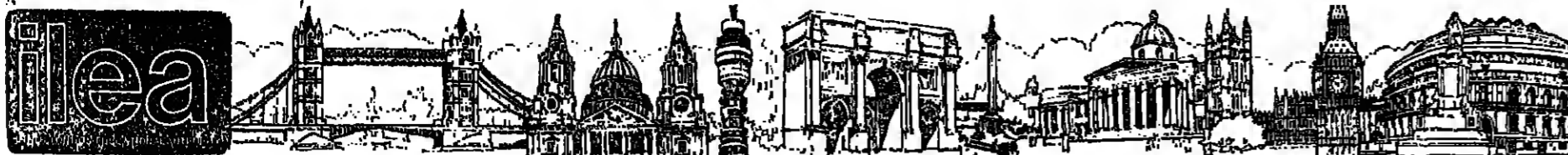
Charlswynn, Weymouth. (1,140 on roll including 215 in 6th Form) ...

DORSET WEYMOUTH GRAMMAR SCHOOL (GROUP 12)

Charlswynn, Weymouth. (1,140 on roll including 215 in 6th Form) ...

DORSET WEYMOUTH GRAMMAR SCHOOL (GROUP 12)

Charlswynn, Weymouth. (1,140 on roll including 215 in 6th Form) ...



Qualified teachers are invited to apply for the following posts. Applications and letters should be sent to the Head of the school concerned unless otherwise stated.

SECONDARY SCHOOLS

Deputy Headships
Lancashire County Council
Secondary Schools
Head of Department
MATHS
SCIENCE

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THE ALPHINGTON MICHAEL
Lancashire County Council
Secondary Schools
Head of Department
MATHS
SCIENCE

RELIGIOUS EDUCATION

Head of Department
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Sixth Form and Tertiary Colleges

Heads of Department

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Other Posts on Scale 2 and above

CITY OF SALFORD EDUCATION DEPARTMENT... STAFFORDSHIRE EDUCATION COMMITTEE...

Special Education

Headships

READING (London Borough)... BURY (Metropolitan Borough of)... DUDLEY (Metropolitan Borough of)...

HEADSHIP THE ROYAL SCHOOL FOR THE DEAF, DERBY

Applications are invited from suitably qualified and experienced teachers for the post of Principal of this school which will be vacant from 1st September, 1978...

County of Cleveland SPECIAL SCHOOL Head Teacher (Group 6S)

Required for January, 1978, a suitably qualified and experienced teacher for this all age E.S.N. (M) school. The school incorporates a specialist unit for non-communicating children...

Heads of Department

MERTON (London Borough of)... DUCKINGHAMSHIRE (London Borough of)...

Other Posts on Scale 2 and above

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Special Education

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Other Posts on Scale 2 and above

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Special Education

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Other Posts on Scale 2 and above

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Special Education

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Heads of Department

MERTON (London Borough of)... DUCKINGHAMSHIRE (London Borough of)...

Other Posts on Scale 2 and above

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Special Education

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Other Posts on Scale 2 and above

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Special Education

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Other Posts on Scale 2 and above

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Special Education

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Heads of Department

MERTON (London Borough of)... DUCKINGHAMSHIRE (London Borough of)...

Other Posts on Scale 2 and above

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Special Education

Headships

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Special Education

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Heads of Department

MERTON (London Borough of)... DUCKINGHAMSHIRE (London Borough of)...

Other Posts on Scale 2 and above

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Special Education

Headships

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Special Education

Headships

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Other Posts on Scale 2 and above

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Special Education

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Deputy Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

By Subject Classification

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Art and Design

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Other Assestants

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Classics

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Independent Schools

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

Headships

DEPT. OF PHYSICS... DEPT. OF CHEMISTRY... DEPT. OF BIOLOGY...

County of Cleveland SPECIAL SCHOOLS Peripatetic Teacher of Travelling Children

Scale 2 Post available for a suitably qualified and experienced teacher. A casual car user allowance payable.

Peripatetic Teachers of Immigrant Pupils Required as soon as possible, qualified teachers to become full and/or part-time members of the peripatetic team of teachers of immigrant pupils.

FELSTEAD SCHOOL Appointment of MASTER OF THE JUNIOR SCHOOL

On the return of the present Headmaster, Mr J. W. R. Kempe, M.A., who is a member of the Headmasters' Conference.

GORDONSTON SCHOOL SCOTLAND Independent co-educational boarding school (300 boys, 120 girls)

DURHAM HIGH SCHOOL (Independent Day School) Farewell Hall, Durham City

Headship of the DURHAM HIGH SCHOOL (Independent Day School)

The Department of Health and Social Security have a vacancy for a Lip-Speaker to assist a totally deaf Senior Medical Officer who works in their London Headquarters.

SALOP COUNTY COUNCIL WALKER TECHNICAL COLLEGE HEAD OF DEPARTMENT OF BUSINESS STUDIES GRADE 3

BRIGHTON POLYTECHNIC Communal Services Personal Counsellor

COLLEGES OF FURTHER EDUCATION continued LONDON INNER LONDON EDUCATION AUTHORITY

COLLEGES OF FURTHER EDUCATION continued CITY OF MANCHESTER NORTHAMPTONSHIRE

NOTTINGHAMSHIRE COUNTY COUNCIL NORTH YORKSHIRE (County of) YORK COLLEGE OF ARTS

WARWICKSHIRE DEPARTMENT OF EDUCATION ST. HELENS

STRATHCLYDE REGIONAL COUNCIL DEPARTMENT OF EDUCATION Further Education PROFESSIONAL COOKERY, BUILDING TECHNOLOGY, STRUCTURAL ENGINEERING/BUILDING TECHNOLOGY, WELDING, ACCOUNTANCY, HOME ECONOMICS (Food & Nutrition) and (Fabric and Fashion), CARPENTRY & JOINERY, MATHEMATICS and PHYSICS, COMPUTING, BUSINESS STUDIES-2 posts, HAIRDRESSING SCIENCE, SECRETARIAL STUDIES, HAIRDRESSING, SOCIAL WORK, HOME ECONOMICS, STUDENTS, CATERING THEORY & ACCOMMODATION SERVICES

LONDON INNER LONDON EDUCATION AUTHORITY DEPARTMENT OF EDUCATION Further Education

CLARENDON COLLEGE OF FURTHER EDUCATION Head of Department of Catering and Food Studies GRADE III Head of Department of Hairdressing, Fashion and Science GRADE II

North East Surrey College of Technology Relgata Road, Ewell, Surrey Applications are invited for the following posts to be filled from 1 September 1977...

SURREY COUNTY COUNCIL SALOP COUNTY COUNCIL WALKER TECHNICAL COLLEGE HEAD OF DEPARTMENT OF BUSINESS STUDIES (GRADE 3)

Oxfordshire County Council Oxford College of Further Education Senior Lecturer in Social Work Studies

OXFORDSHIRE SHEFFIELD EDUCATION GRANVILLE COLLEGE DEPARTMENT OF ENGINEERING TECHNOLOGY LECTURER GRADE I in ELECTRICAL ENGINEERING

HANDSWORTH TECHNICAL COLLEGE DEPARTMENT OF COMMERCE AND GENERAL EDUCATION LECTURER GRADE I

Leicestershire WREAKE VALLEY COLLEGE, PARKESTONE ROAD, SYSTON, LEICESTER HEAD OF DEPARTMENT OF COMMUNITY EDUCATION

ELGA PRODUCTS LIMITED Loaders in the field of Water Purification LECTURER

County of Cleveland STOCKTON-BILLINGHAM TECHNICAL COLLEGE HEAD OF SCIENCE

UP 150

Polytechnics

PLYMOUTH POLYTECHNIC TECHNICAL SERVICES... Applications are invited for a technician (technical electricity) salary: £2,209 to £2,853 (plus supplement) rank £2.5 to £40.24.

SHEFFIELD SHEFFIELD CITY POLYTECHNIC DEPARTMENT OF HUMANITY AND ENVIRONMENTAL STUDIES... Applications are invited for a research assistant for the Geography Curriculum Project.

Lancashire County Council Education Committee PRESTON DISTRICT Education Officer... Applications are invited for the above full-time post. Experience in teaching and knowledge of education in a closed institution will be an advantage.

Britannia Royal Naval College, Dartmouth DIRECTOR OF STUDIES £10,000... The Director is responsible for directing the work of some 30 Lecturers in the Departments of Science, Engineering, Science, Mathematics, History (Strategic Studies and Economics), and Languages.

Universities

LEICESTER THE UNIVERSITY SECTION OF EDUCATION... Applications are invited for a lecturer in the Department of Education.

LEICESTER THE UNIVERSITY SCHOOL OF EDUCATION... Applications are invited for a lecturer in the Department of Education.

LEICESTER THE UNIVERSITY SCHOOL OF EDUCATION... Applications are invited for a lecturer in the Department of Education.

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DERBYSHIRE... Applications are invited for a lecturer in the Department of Education.

Lanfranc Youth Wing FULL-TIME YOUTH WORKER... A suitably qualified and experienced Youth Worker is required for the above post.

CROYDON... Applications are invited for a lecturer in the Department of Education.

OBSERVATION AND ASSESSMENT CENTRES Teachers-in-Charge... Qualified and experienced teachers required to take charge of the education units at the Social Services Observation and Assessment Centres.

DERBYSHIRE County Council... Applications are invited for a lecturer in the Department of Education.

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MANAGER RUGBY SPORTS CENTRE up to £5,770... Rugby Sports Centre has over half a million users a year and employs around 100 full and part-time staff.

THE UNIVERSITY OF SALFORD Lectures for Schools Brochure 1977-78... The brochure gives details of the 116 lectures available this year.

RUGBY BOROUGH COUNCIL... Applications are invited for a lecturer in the Department of Education.

ADULT EDUCATION... Applications are invited for a lecturer in the Department of Education.

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HEREFORD AND WORCESTER (County of) EDUCATION DEPARTMENT... Applications are invited for the post of PRINCIPAL.

South Lambeth A.E.1. Lecturers 4 Posts Grade 1... Applications are invited from experienced teachers for the following posts at Southwood Intensive Care Unit, South Norwood, S.E.25.

YOUTH AND COMMUNITY SERVICE... Applications are invited for a lecturer in the Department of Education.

DERBYSHIRE... Applications are invited for a lecturer in the Department of Education.

LANCASHIRE... Applications are invited for a lecturer in the Department of Education.

STRANMILLIS COLLEGE BELFAST... Applications are invited from good honours graduates with successful teaching experience for appointment from January 1st, 1978.

LECTURER OR SENIOR LECTURER IN EDUCATION... Applications are invited from good honours graduates with successful teaching experience for appointment from January 1st, 1978.

LANCASHIRE... Applications are invited for a lecturer in the Department of Education.

Assistant Controller (Development & Buildings) Salary up to £8,515

Harrow Education

HERTFORDSHIRE COUNTY COUNCIL

County of Cleveland EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER

Recreation Development Officer

London Borough of Wandsworth

ADMINISTRATION Local Education Authority continued

HERTFORDSHIRE COUNTY COUNCIL

HEALTH EDUCATION

LEICESTERSHIRE

LONDON

THE INCORPORATED SOCIETY OF VALUERS AND AUCTIONEERS

Area Education Officer

Nottinghamshire County Council

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Lancashire County Council EDUCATION COMMITTEE DISTRICT EDUCATION OFFICER

Suffolk County Council CAREERS OFFICERS

GREATER LONDON ARTS ASSOCIATION DANCE OFFICER

CYNGOR SIR GWYNEDD COUNTY COUNCIL SNOWDONIA NATIONAL PARK STUDY CENTRE

FIELD LECTURER

